May 1, 2020

To the Graduate Program:

This project, entitled "The Bridge Lesson: As a Metalinguistic Awareness Strategy to Help English Language Learners (ELLs) Transfer their Writing Skills" and written by Julian Eduardo Jaimes Soler, is presented to the Graduate Program of Greensboro College. I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts with a Major in Teaching English to Speakers of Other Languages.

_____
Paula Wilder, Advisor

We have reviewed this
project and recommend its
acceptance

_____
Michelle Plaisance,
Director, Graduate Program in TESOL

_____
Kathleen Keating
Chair, Department of English

Accepted for the Graduate Program

_____
Jane C. Girardi

THE BRIDGE LESSON: AS A METALINGUISTIC AWERENESS STRATEGY TO HELP ENGLISH LANGUAGE LEARNERS (ELLS) TRANSFER THEIR WRITING SKILLS

Presented to
The Graduated Program of
Greensboro College

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in
Teaching English to Speakers of Other Languages

By
Julian Eduardo Jaimes Soler

May 2020

Advisor: Dr. Paula Wilder

Abstract

Many English language learners encounter writing as a challenging and daunting task to accomplish. One of the reasons why this happens is due to the implementation of teaching methodologies that do not respond to the language needs of our language learners and undervalue the importance of first language transferability or cross-linguistic transfer. The present project aims to provide language instructors and other language professionals an alternative teaching strategy that enables language learners to engage in metalinguistic awareness while they strengthen their writing skills across languages. This teaching strategy is presented in a website that provides two sample lesson plans named “The Bridge Lessons.” that can be implemented in early and intermediate levels of English language proficiency. In addition, the website contains information, photos, videos and presentations that illustrate the implementation of this type of lessons in real classroom scenarios.

Dedication

I would like to thank God, my beloved mom, and my family for their constant support and words of encouragement throughout this process. I also dedicate this thesis to my students and colleagues who were my source of inspiration to write this project.

Acknowledgements

I would like to express my gratitude to my advisor Dr.Wilder, for her patience, guidance and support during this writing process. I would also like to thank Dr. Plaisance, Dr. Dobs, Dr. King and other TESOL professors whom I had the privilege to share for their wisdom and guidance throughout the program.

Table of Contents

Title Page……i

Abstract……ii

Dedication……iii

Acknowledgments……iv

Table of Contents……v

List of Figures……vi

Chapters

1. Chapter One: Introduction……1
2. Chapter Two: Literature Review……4
3. Chapter Three: Project Design……16
4. Chapter Four: The Project……20
5. Chapter Five: Conclusions……43

Appendix……45

References……51

List of Figures

Figures **Pages**

1.Homepage and main menu options……20

2.About section …….21

3.Further reference ……22

4.Lesson plans section…….……..23

5.Resources section……24

6.Side-by-side anchor chart ……...…25

7.States of matter Bridge anchor chart…….…….28

8.Cognates anchor chart……29

9.Metalinguistic analysis anchor chart sample 1 ……..……34

10.Así se dice anchor chart……36

11.Life cycle anchor chart in Spanish……38

12.Life cycle anchor chart in two languages ……...…….39

13. Metalinguistic analysis anchor chart sample 2……41

Chapter One: Introduction

For the past five years, I have had the opportunity to teach my native language (Spanish) in a bilingual school located in Chapel Hill, North Carolina. My school has offered a Dual Language program since 2013. In my opinion, it has been a great asset for all our students, especially for our English language learners (ELLs) who have benefited most from this program, considering the fact they can become proficient in English as their second language (L2) while they continue to master their reading and writing skills in their first language (L1) of Spanish.

In order to help our students to become bilingual, biliterate, and develop multicultural consciousness, our units of study have been designed following the Biliteracy Framework model proposed by Karen Beeman and Cheryl Urow (2013) in their book *Teaching for Biliteracy: Strengthening Bridges Between Languages* The framework contains six defined and sequenced stages that I will later explain in detail: Building Background and Oracy, Reading Comprehension, Writing Process, Word Study, Bridges, and The Extension.

Our students feel motivated to learn because of the lessons and the activities proposed in the units of study. They actively participate from hands-on and interactive activities during the Building Background Arc that enables them to gain and develop the academic vocabulary to succeed in the following stages of the unit. During the Reading Comprehension Arc, they strengthen their background knowledge by reading several fiction and nonfiction texts aligned with grade-level reading standards. After that, they are ready to work on a writing task that responds to the unit's main idea. At this stage, students are expected to apply their background knowledge and the academic vocabulary to develop the writing project. Students are interested in conducting their projects. Students, who are English proficient, can easily develop their project

by themselves and are able to integrate the content learned. However, the ELLs struggle to develop their writing project by themselves. They usually require permanent guidance and support from the mainstream teacher or an ESL specialist. Student frustration usually leads them to feel less motivated to accomplish their writing paper and to feel insecure about their own abilities.

Definitely, writing can be challenging for everyone, but writing is more challenging for those who are in the process of learning a second language. However, when ELLs possess strong writing foundational skills in their mother language, they can easily apply their linguistic repertoire and the organizational strategies when attempting to write in a second language. Actually, Karim and Nassaji (2013) mentioned that many of the composing strategies are the same in the first language (L1) and second language (L2), and thus, L2 learners may be able to transfer those from their L1 to their L2 writing (p. 121).

Almost five years of planning, organizing and implementing The Bridge lessons as part of the units of study in our school, writing samples, oral presentations, reading test scores, and other student's samples demonstrate the benefits in regard to cross-linguistic transfer in all our students. The bridge moment really "helps them to transfer academic language learned in one language to the other language and to engage in contrastive analysis by focusing on how Spanish and English are similar and different" (Beeman & Urrow, 2013, p. 134). In terms of writing transfer, the bridge also permits our bilingual learners to engage in this type of contrastive analysis by concentrating in areas such as text organization, morphology, syntax, semantics, pragmatics, punctuation, and spelling. Undoubtedly, our ELLs also benefit from The Bridge and their writing samples can demonstrate the effectiveness of those lessons.

In order to show and share with other educators and people who might be interested in the benefits of implementing “The Bridge Lessons” as an alternative teaching strategy to help our ELLs transfer their writing skills in a second language, I have created a blog to compile videos, lesson plans, photos of some students’ writing samples, worksheets we use at school to engage students in contrastive analysis discussions and other useful resources. Also, I have provided background knowledge in terms of second language writing, contrastive rhetoric, transferability theories and bridging across languages that enable other teachers to understand the cross-linguistic context and the cognitive dimension that are immersed in The Bridge Lessons. To do so, I refer to several online academic publications, journals and books as part of the research to support the project.

Chapter Two: Review of Literature

In this chapter, I aim to provide a theoretical framework to explore the influence of cross-linguistic, contrastive and transferability studies and theories on second language writing and the Bridge Lessons. I first provide a historical overview of second language writing as a field of study. Then, I concentrate on language transfer studies and cross-linguistic influence theories in terms of second language writing acquisition. Finally, I conclude this chapter by defining what the Bridge is and what its key components are.

Historical Overview of Second Language Writing as a Field of Study

Early studies.

Curiously, second language (L2) writing is actually a very recent field of study. Jun (2008) mentioned that its beginnings date back to the growing number of "international ESL writers at institutions of higher education in North America in the late 1950s and the early 1960s" (p 89). At that time, the teaching methods could not respond to the writing needs of those who were attempting to compose in a second language (English.) The Grammar Translation method and the audiolingual approach ruled the pedagogy of ESL of those decades. The emphasis prioritized the memorization of grammatical structures and the development of oral language skills (listening and speaking.) In regard to this matter, Rana (2018) has stated that "these approaches and methods considered reading and writing as the secondary skills based on the belief of the modern linguistics that language basically exists in speech" (p 14). As a result, writing teachers became interested in finding ways to effectively teach writing to non-native

speakers of English. Teachers then "began to compare and contrast between their native and non-native students' language use with a hope of finding resolutions to those challenges encountered by non-native speakers of English" (Rana, 2018, p.14). Hence, the Contrastive Rhetoric Approach emerged in response to those challenges writing teachers were experiencing at that time.

Contrastive rhetoric approach.

In the late 1960s and the early 1970s, writing instructors remained interested in finding a writing pedagogy that enables them to understand how rhetorical patterns of L2 writers affect L2 composition. Patterns like text organization, purpose of writing, audience and cultural writing stylist differences that went beyond the sentence level and the idea of writing as a drilling task became important aspects to be considered in the rising L2 writing research field. Robert Kaplan (1966) proposed The Contrastive Rhetoric (CR) Approach that focused on those multicultural rhetorical patterns. Fujieda (2006) observed that:

> Kaplan had an eye on the difference in rhetorical forms between L1 and L2, and then investigated the rhetorical patterns of more than seven hundred L2 compositions. Kaplan (1966) asserts that such idiosyncratic rhetorical patterns of ESL writing resulted from their native language and cultural impact. He drew a diagram of five different linguistic characteristics (English, Semitic, Oriental, Romance, and Russian) which he named "cultural thought patterns." (p. 62)

Kaplan's contrastive rhetoric approach enabled writing instructors to gain a deep understanding of differences in terms of text organization and writing stylist across languages. It

also “signified the nature of L2 writer’s texts, and underlined the influence of the writer’s cultural contexts on the text comprising grammatical and lexical characteristics” (Jadavi, 2018, p. 18). Currently, CR is still a valid and influential approach on second-language writing pedagogy and research.

The process approach.

In the late 1970s and the early 1980s, scholars Emig (1971) and Zamel (1983) examined the processes behind composing essays. For that reason, they studied several writing samples to determine similarities and differences in L1 and L2 writing. For instance, Zamel found that there were no significant differences when composing essays by native and non-native speakers of English (Rana, 2018, p. 15). Other scholars like Krahnke (1983), Krashen (1984), and Raimes (1983) also concluded that L1 and L2 writing share very similar processes because “the writing behavior of both native and ELL writers is similar in that they use the same strategies to express their ideas, they get started by expressing general ideas, writing a first draft, and editing a final composition” (Ben & Lincoln, 2015, p. 20). This idea of using the same writing strategies students feel familiar in their first language such as, planning, drafting, revising and editing in order to teach to write in a second language became popular and led to perceive writing as a process approach.

This procedural perspective made composition instructors rethink and reflect on writing as a process instead of a product. In other words, L2 writing pedagogy shifted from what to teach in writing, to how to teach it. Also, the process approach led to a reevaluation of the teacher’s and the student’s roles. Students are no longer expected to passively receive writing instruction by teachers. They are responsible for brainstorming ideas, drafting, revising, and editing their

compositions. On the other hand, the teacher's role "became not only editing and correcting errors; instead, it shifted mainly to helping students develop their writing skills in pre, during and post writing stages" (Ben & Lincoln, 2015, p. 120). The process approach changed the way writing skills were perceived, emphasized on writing procedures rather than a final product and privileged fluency rather than accuracy. This approach also privileges student-centered instruction rather than teacher-centered.

L2 writing as an interdisciplinary field.

Since the 1990s, L2 writing has evolved as an interdisciplinary field of study. Applied linguistics, composition studies, foreign language education, second language teaching, and bilingual education have mainly nourished and contributed to L2 writing research (Jun, 2008, p. 90). Also, L2 writing has gained a space in important publications, conferences and organizations worldwide, like Conference on College Composition and Communication (CCCC), National Council of Teachers of English (NCTE), Foreign Language Annals, Language Learning, The Modern Language Journal, TESOL Quarterly, among others (Fujieda, 2006; Jadavi 2018). In addition, the creation of an exclusive L2 writing journal or also named *Journal of Second Language Writing* "has substantially contributed to negotiating theoretical and viable writing explorations in ESL/EFL contexts with L2 writing specialists, researchers, as well as practitioners. The journal also has provided progressive development of the L2 writing field" (Fujieda, 2006, p. 60). Today, L2 writing continues to grow as an interdisciplinary field of study. Topics concerning instruction, assessment, literacy development, curriculum, material design, L1 interference, the use of technology, among others motivate scholars to research and enrich L2 writing theories and practices.

Language Transfer Studies and Cross-Linguistic Influence in L2 Writing

L1 influence and language transfer: historical context.

The influence of first language (L1) on the acquisition of a second language (L2) or also known as language transfer (LT) has been an area of interest and study in second language research since the 1950s (Karim & Nassaji, 2013). Koda (1997 as cited in Jadavi-Safa, 2018) stated that the origin of the concept LT is coined to the Contrastive Analysis Hypothesis (CAH), which has its ground in a behaviorist perspective. This perspective viewed transfer as "a form of influence of L1 habits on L2 learning" (Karim & Nassaji, 2013, p. 118). Robert Lado was the proposer of CAH. According to Karim and Nassaji, Lado developed his hypothesis to examine the differences between two languages in an effort to identify problematic areas for language learners. Also, CAH was proposed as an intent to explain "how L2 learners' productive and receptive skill are influenced by their L1 patterns and that similarities and differences between L1 and L2 are important predictors of ease and difficulty of L2 learning" (Karim & Nassaji, 2013, p. 118). Hence, CAH is attributed with the idea of language transfer. Lado (1957) suggested that transferability between L1 and L2 mainly occurs when both languages share similar structures. However, transferability can be hindered when two languages are different, and this is a predictor of areas and degrees of difficulty for the second language learners.

A decade later, Chomsky (1965) and other researchers that followed his work opposed the behaviorist perspective established on Lado's (1957) hypothesis. Chomsky (1965) affirmed that learning language is an internal process regulated by the existence of an innate device called "Universal Grammar." This device enables learners to understand the general principles and

rules that govern languages. In other words, for Chomsky (1965), language acquisition "is not much affected by outside factors as it is governed by a series of universal and innate mechanisms" (Karim & Nassaji, 2013, p. 118).

In the late 1970s and early 1980s, second language research focuses its attention on understanding how prior linguistic knowledge and language experiences, usually acquired in first language (L1), guide and influence the process of learning of a second language (L2). Several scholars like Gass (1979), Odlin (1980), Zobl (1980), Kellerman (1983) and Ringbom (1987) were also intrigued by the uncovered factors that directly influence L2 learning. One of those factors that stimulate language transfer is the reliance on L1. According to Ringbom (1987 as cited by Chapeton, 2008) "the second language learner was constantly seeking to facilitate his task by making use of previous linguistic knowledge consisting of what s/he already knew about the target language (L2) and of what s/he knew about the mother tongue (L1)" (p. 51). That reliance on L1 specially applied to L2 learners who are in an early stage of their language acquisition process and their linguistic repertoire is still limited in L2.

Another factor to be considered that favors language transfer is the similarity between the languages. Ringbom and Odlin (1989 as cited by Chapeton, 2008) suggested that L2 learners can perceive similar linguistic patterns and corresponding language aspects between their L1 and L2, and those similarities between the two languages can positively benefit the L2 learning process. Hence the idea of two different types of transfer in terms of the effects it has on L2 learning: *positive and negative transfer.* Positive transfer is considered to be a facilitator of the process of learning a second language when L1 and L2 share similar linguistic features or forms. (Popa, 2016) However, negative transfer "involves divergences from norms in the target language, includes issues such as underproduction or avoidance, overproduction errors in speech and

writing, and misinterpretation, as L1 structures can influence the interpretation of L2 messages, leading learners to infer something very different" (Chapeton, 2008, p. 53). Somehow, negative transfer can hinder the acquisition of L2 and lead to what linguistics call *Language Interference,* a language phenomenon that affects the transferability of different linguistics aspects such as, phonology, syntaxis, morphosyntax and pragmatics.

In 1978, Cummins developed the Linguistic Interdependence Hypothesis (LIH) in response to the inquiries around the relationship between first and second language. For Cummins (1989), languages are interconnected to one another and positively favor the transferability of certain levels of knowledge and proficiency from L1 to L2. Literacy skills, according to Gonca (2016), "are acquired in the student's first language; and it may promote literacy development in the targeted second language. This hypothesis proposes that those skills such as reading and writing can easily be transferred to L2" (p. 988). Similarly, Odlin (1989 as cited in Soleimani & Eslami Rasekh, 2010) affirmed that "individuals with more developed L1 literacy skills perform better in second language writing" (p. 238).

Cross-linguistic influence and L2 writing.

The complexity of the language transfer theory was approached by Corder (1993) who proposed the term mother tongue influence to replace the existing language transfer. Corder (1993 as cited by Jadavi-Safa, 2018) "argued that the original theory of transfer considers an extremely limited position for the native language and that it did not encompass the phenomena comprehensively" (p. 194). Years earlier, Kellerman and Sharwood (1986) suggested the concept *cross-linguistic influence* as an umbrella term to include significant processes involved regardless of the direction of the influence (L1↔L2), such as transfer, interference, avoidance,

and borrowing. (Chapeton, 2008; Gonca, 2016; Jadavi-Safa, 2018). Also, this concept incorporates a deeper and more comprehensive view of language transfer that considers the interaction of prior and existing linguistic systems not only those acquired in L1, but also other language experiences.

L1 transfer in L2 writing.

A significant number of empirical studies have been conducted by different scholars such as Edelsky (1982), Cumming (1989), Odlin (1989), Sasaki and Hirose (1996), Usawa (1996), Kubota (1998), Behla (1999), and Beare (2000) among others which have shown that previous writing and composing skills, usually learned in L1, influence the acquisition of writing skills in a second language. According to Karim and Nassaji (2013), L1 transfer in L2 writing is "considered as a learning device and as a strategy to solve communication problems" (p. 120).

In respect to transfer as a learning strategy, studies have demonstrated that second-language writers usually rely on their mother language to compensate for the lack of L2 knowledge. In other words, "when learners feel gaps in their L2 syntactic structures for writing in L2, they use syntactic structures of their first language." Behla (1999 as cited in Derakhshan & Karimi, 2010, p. 2114). Other studies have also shown that composing strategies, such as planning, generating ideas, drafting, revising and editing, are able to be transferred across languages. (Karim & Nassaji, 2013). In his empirical research, Uzawa (1996 as cited in Popa, 2016) concluded that "L2 writers go through the same process of generating ideas and have the same attention patterns, no matter what languages they use while they are writing their essays" (p. 51). Similarly, Kubota (1998 as cited in Karin & Nassaji, 2013, p. 123) conducted a research project with undergraduate students from Japan who were studying English, in order to examine

the transferability of discourse patterns from L1 to L2 when writing their essays. Kubota found that L2 writers were able to transfer L1 organizational and rhetorical patterns when they write in the L2.

Others studies have evaluated the role of translation from L1 into L2 as a learning strategy to facilitate L2 writing. Those studies have concluded that L2 students at lower levels of L2 proficiency generally opt to use translation into the L1 to compose in a second language, and this strategy can be beneficial. (Karim & Nassaji, 2013). In regard to the benefits of translation as an L2 writing strategy, Karin and Nassaji (2018) observed that "compositions written in the translation mode demonstrate higher levels of syntactic complexity. Also translated compositions showed benefits in the areas of content, style, and organization, and had more clearly stated thesis statements" (p. 125).

The Bridge as an Instructional Moment to Enable Cross-Linguistic Transfer Between Two Languages

The difference between two terms: the bridge and bridging.

First, the Bridge is defined as the instructional moment previously and strategically planned and organized by teachers with the aim of helping students to find similarities and differences between two languages, largely by comparing different linguistic aspects, such as phonology, syntax, grammar, morphology, and pragmatics. (Beeman & Urrow, 2017). Beeman and Urrow (2013) also mentioned that the Bridge is:

> A simple but powerful concept: with strategic planning, the Bridge allows students who are learning in two languages to strengthen their knowledge of both languages. The Bridge is a tool for developing metalinguistic awareness, the understanding of how languages works and how it changes and adapts in different circumstances. (p. 4)

Bridging is more spontaneous. It can occur at any moment and does not need to be strategically planned by teachers. ridging is intended to be an independent task and does not necessarily require the teacher's supervision. (Beeman & Urrow, 2013). Students are constantly bridging because they are making connections between the two languages. Also, "when students make these connections and tap into all their linguistic resources, they are bridging. Bridging is important because it promotes cross-linguistic transfer and leads to the development of metalinguistic awareness" (Beeman & Urrow, 2013, p. 5).

Key characteristics of the bridge.

- **The Bridge needs to be strategically planned by the teacher**. Usually, it is highly recommended that teachers implement the Bridge lessons at the end of a unit of study or once the students had learned the concepts and were ready to focus on the contrastive analysis of their languages." (Beeman & Urow, 2017, p. 15).
- **Bridges usually occur after students have previously learned and experienced academic vocabulary and content.** In the biliteracy framework, activities are carefully and porposefully planned to help students achieve language transfer. At first, during the Building Background & Oracy stage, teachers mainly focus on developing students' academic vocabulary and content by creating interactive and

hands-on activities. Then, during the Reading Comprehension stage, teachers explicitly and purposefully teach literacy standards by using content-related texts and reinforcing the academic vocabulary already gained. Afterwards, in the writing stage, students have already had several experiences with oral language and reading about the content. This prior awareness enables the teacher to more effectively guide students through the writing process including prewriting, drafting, revising, editing, conferencing and, finally, publishing their papers. Finally, during the Bridge moment, students generate a visual representation of what they have learned in one language and then they add the equivalent in the other language. The teacher guides students in comparing and contrasting the two languages to develop metalinguistic awareness. (Beeman & Urrow, 2013).

- **Focus on contrastive analysis between two languages.** Teachers plan the Bridge Lesson with the purpose of placing the two languages of instruction side-by-side and engaging students in contrastive analysis. In other words, it helps students to study how two languages are similar and different (Beeman & Urrow, 2013). There are four areas of focus for the Bridge: *phonology, morphology, syntax and pragmatics.* Phonology refers to the analysis of sound systems and helps students to determine how alike or different are two languages in terms of sounds. (Beeman & Urrow, 2016). Morphology mainly focuses on word formations, cognates and roots that are similar in both languages of study. Syntax refers to the analysis of grammatical structures, word order, parts of the speech punctuation, among others, and Pragmatics deals with the study of how language is used in

different cultural contexts. It emphasizes on the similarities and differences in language use across cultures. (Beeman & Urrow, 2014)

Chapter Conclusion

Since the moment writing instructors and linguistics scholars became interested in finding theories and pedagogical approaches that best served the needs of second language learners who attempt to compose in L2, the interference of first language was seriously considered as a factor that can positively or negatively influence L2 writing acquisition. As a consequence, a number of studies have been conducted to determine the relationship between L1 and L2. Those studies have shown that L2 learners who possess solid literacy foundations in their L1 benefit from language transfer. Other factors that also favor this transferability between L1 and L2 depends on how similar two languages are. In regard to L2 writing, some empirical studies have demonstrated that writing is a language skill that can be transferred. L2 writers rely on their L1 linguistic repertoire and composition skills to compensate for their limited proficiency in L2. Grounded in the contrastive analysis studies and cross-linguistic transfer theories, the Bridge lesson is an pedagogical resource to maximize the transferability across languages. The bridge is a pre-planned instructional moment that aims to help students to find similarities and differences between two languages and engage them in metalinguistic analysis.

Chapter Three: Project Design

In this chapter, I intend to explain how a webpage I designed can benefit ELL teachers and others who endeavor to find an alternative teaching methodology in regard to the successful acquisition of their learner's writing skills in a second language. This webpage includes different educational resources, such as lesson plans, student's writing samples, videoclips, photos of anchor charts and other artifacts that can illustrate how a Bridge lesson looks like and the way the Bridge can be accommodated and implemented to different levels of language proficiency.

Several decades ago, writing instructors have been intrigued about instructional models to best support and motivate their students with their writing skills. According to Gonca (2016), "writing is not an ability we acquire naturally, even in our first language has to be taught. Many things such as spelling, grammar, context, discourse, cognitive and lexical knowledge affect the development of writing skills" (p 989). For that reason, language learners require explicit instruction in terms of writing mechanics, text functions, language use, creative expression, composing processes and content (Hyland, 2003). Additionally, formal instruction in L2 writing encourages L2 learners to become more cognitively and linguistically aware of the new language they are learning. Other benefits associated with instruction includes interconnection with other language skills like listening and speaking, and higher opportunities to help students think about the language (Gonca, 2016).

A number of empirical studies (Lay, 1982, 1988; Brooks, 1985; Uzawa & Cumming, 1989; Cumming, 1989, 1990; Krapels, 1991) on L2 research has demonstrated that one factor that facilitates instruction and writing transferability between L1 and L2 occurs when language learners possess solid literacy foundations in their first language (Jun, 2008). In relation to this

point, Cummins (1989, as cited in Pae, 2018) indicated that "instruction in L1 reading and writing can facilitate the development of L2 reading and writing skills." (p 110). These studies also imply that L2 writers use their L1 composing skills and linguistic repertoire as a strategy to compensate for their limited competence in L2 (Karim & Nassaji, 2018). Their strong L1 proficiency is also used as "a tool to facilitate their writing process. They use L1 for generating ideas, searching for topics, developing concepts, and organizing information and for planning purposes" (p. 129).

Beeman and Urrow (2013) are the two proposers of the Bridge. As I previously mentioned in Chapter 2, the Bridge is an instructional moment deliberately planned by teachers with the aim of bringing two languages aside. As a consequence, students are able to establish similarities and differences in the two languages concentrating on an specific area of focus for contrastive analysis (phonology, morphology, syntax and pragmatics). The bridge lesson is an essential component of the biliteracy unit framework and its implementation is intentional. According to Beeman and Urrow (2013), the bridge takes place after students have received "literacy instruction in one language through an integrated language arts and content unit" (p. 134).

The bridge is an excellent opportunity to engage our students on the metalinguistic analysis of language and "support the transfer of learned concepts from the language of instruction to the other language" (Beeman & Urrow, 2017, p. 15). The Bridge is mainly intended for bilingual and dual-language programs that allocates literacy instruction in two languages. However, its implementation can be accomodated in monolingual settings. Beeman and Urrow (2013) suggested that "monolingual English teachers can conduct the Bridge as long

as they meet with their Spanish teaching colleagues and are prepared to lead the students through the bilingual Bridge analysis" (p. 144).

The webpage focuses on in two lesson plans that show language teachers how the Bridge can be implemented in two different levels of language proficiency: Beginning and Intermediate. In order to best illustrate this webpage, I will include video clips and photos of students' writing samples and anchor charts at the moment these lessons were delivered. Extra resources for teachers are included such as, a Spanish cognates online dictionary and other useful links for further reference in regard to the Bridge and its implementation.

Bridging With Students at a Beginning Level of Their English Proficiency

When planning a bridge lesson for students with a limited proficiency in English, Beeman and Urrow (2013) recommended to use several visual aids such as flashcards, posters, graphic anchor charts, diagrams and illustrations that best support their understanding of the content is aimed to be bridged. Also, Total Physical Response (TPR) and adapted reader's theater (ART) are adequate strategies for attaching English words and phrases to concepts previously learned in their first language. Students are highly encouraged to use their L1 to express what they know. Meanwhile, the teacher's role is to provide those words in the target language. Students and teachers should actively participate in generating side-by-side Bridge anchor charts to focus on cross-linguistic transfer and metalinguistic analysis (Beeman & Urrow, 2017).

Bridging With Students at an Intermediate Level of Their English Proficiency

With a higher level of proficiency in English, students at this level are expected to "participate differently in the Bridge, and the expectation of their language use will differ from those for students at the beginning stages of language development" (Beeman & Urrow, 2003, p. 138). When teachers plan a bridge lesson for these types of learners, they should consider the use of different language support such as visuals, TPR, sentences prompts, word banks, graphic organizers, tables and charts that can enhance their vocabulary and language development in English. Intermediate language learners can also benefit from a type of bridge called *Asi se dice.* In this bridge, students usually create or select a statement, paragraph or a short text in their L1 that can paraphrase in L2 with support and guidance from their teachers. In this process, "teachers and students engage in contrastive analysis, identifying the phonological, morphological, syntactic, grammatical, and pragmatic similarities and differences that exist in these two texts" (Beeman & Urrow, 2003, p. 139).

Chapter Four: Project

In this chapter, a website is presented to introduce and explain the Bridge lessons as an alternative instructional methodology to help English language learners transfer and enhance their writing skills across languages. The website is mainly designed to guide ESL teachers and other language professionals to implement the Bridge lessons as part of their teaching practices. Two downloadable lesson plan samples accompained by photos, presentations, real lesson recordings, and a informational section with questions and answers illustrate and exemplify how the bridge lessons are implemented in the classroom. The website can be accessed at the URL https://sites.google.com/greensboro.edu/thebridgelessons/home

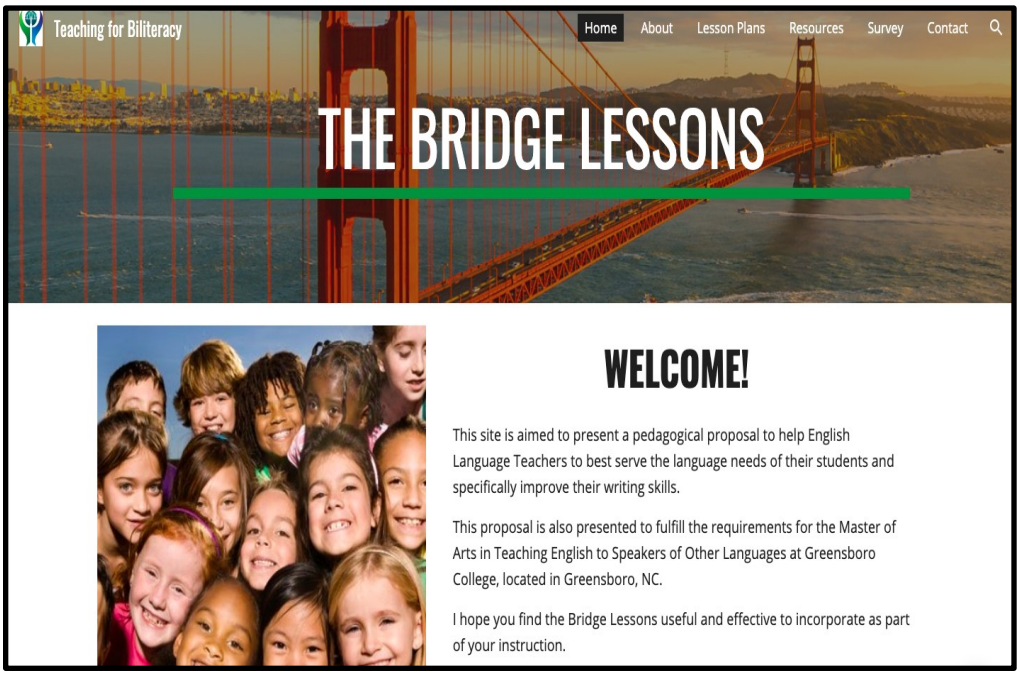


Figure 1. Homepage and main menu options

Figure 1 shows the homepage and the main menu. Users can find a welcome message, a brief explanation about what to expect and how to navigate the website. By scrolling down, users can also find a short biography of the creator of the website. On the left side corner, *A Teaching for Biliteracy* logo is displayed and represents the educational consulting team that is the main proponent of the Bridge lessons. On the right side corner, users can find the menu options: About, Lesson Plans, Resources, Survey and Contact Information.

About Section

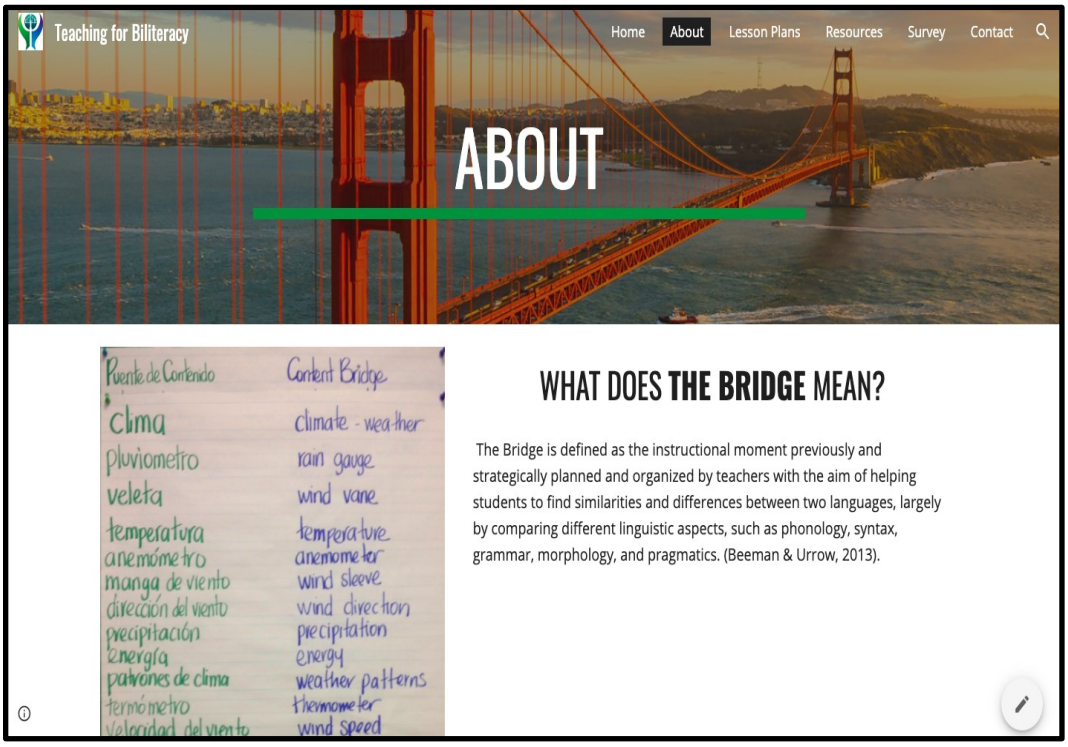


Figure 2. About section

In the About section (Figure 2) users can find information concerning the Bridge lessons. The question and answer format of the section aims to provide readers with sufficient information to help them understand what a bridge is, the difference between bridge versus

bridging, the key components of a bridge lesson, and the biliteracy framework that shapes and influences the bridge lessons. Also, the About section mentions the benefits of implementing Bridges in terms of the transferability of language skills, and the way it can be adopted by schools which do not offer a dual language program. At the end of the session, users can also find a dark green box (Figure 3) that highlights the main proponents of the Bridge and the book Beeman and Urrow (2013) wrote, for further reference.

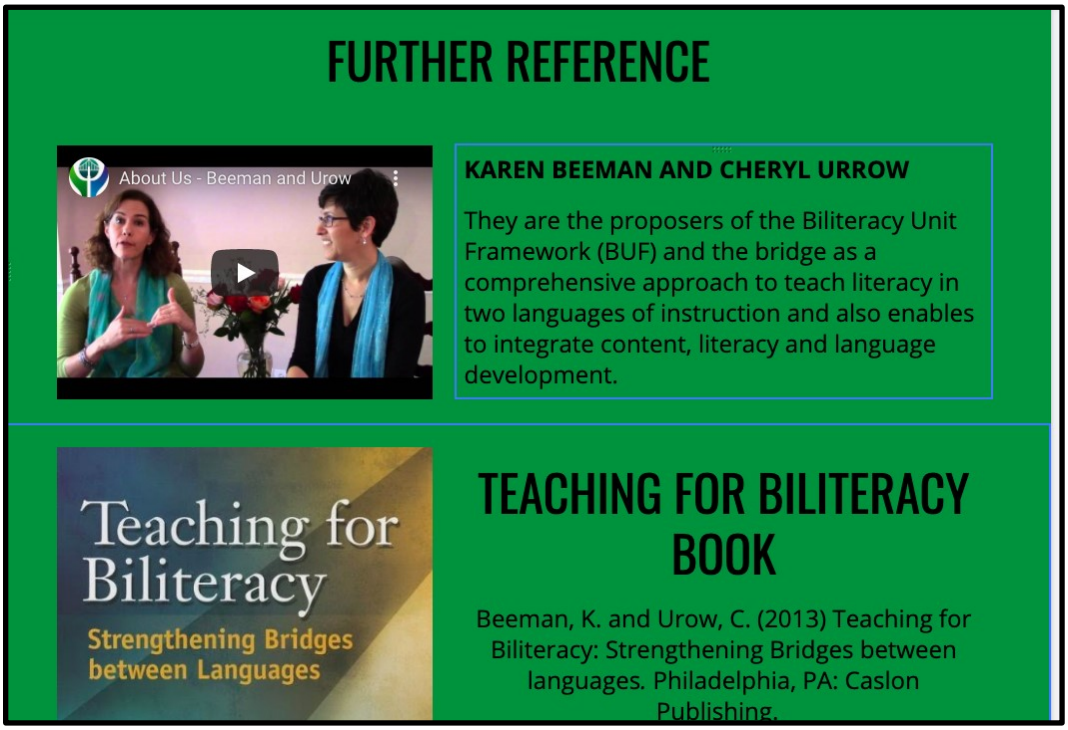


Figure 3. Further reference

Lesson Plans Section

This section (Figure 4) offers users the ability to download two lesson plan samples that are accessible on the website. Both lesson plans were designed with the assumption that "a well-implemented Bridge is pre-planned by the teacher, is designed to support the transfer of learned concepts from the language of instruction to the other language, focuses on the metalinguistic

analysis of language, and involves the students as active participants" (Beeman & Urrow, 2017, p. 15). The two lesson plans aim to engage students in particular areas of focus for the contrastive analysis of two languages (Spanish and English) and help students to transfer their writing skills across languages by integrating science's content with literacy standards.

The lesson plans I created (See Lesson Plan Sample 1 and Lesson Plan Sample 2) follow the pedagogical guidelines and the teaching strategies suggested by Beeman and Urrow (2013) and also the format we use at Frank Porter Graham School to plan a Bridge lesson. This format includes two instructional focuses called Part 1 and Part 2 of the Bridge. During Part 1, students generate a visual representation of the science content they learned or already know in Spanish and then add the equivalent in the other language (English). Then using the same visual representation students generated, they are expected to actively participate in a metalinguistic analysis concentrating on one or two specific areas of focus (phonology, syntax, morphology, or pragmatics) to find the similarities and differences across languages. In Part 2, writing extension activities are included to give students more opportunities to continue practicing and mastering the areas of focus that were emphasized in Part 1, integrated with the science content.

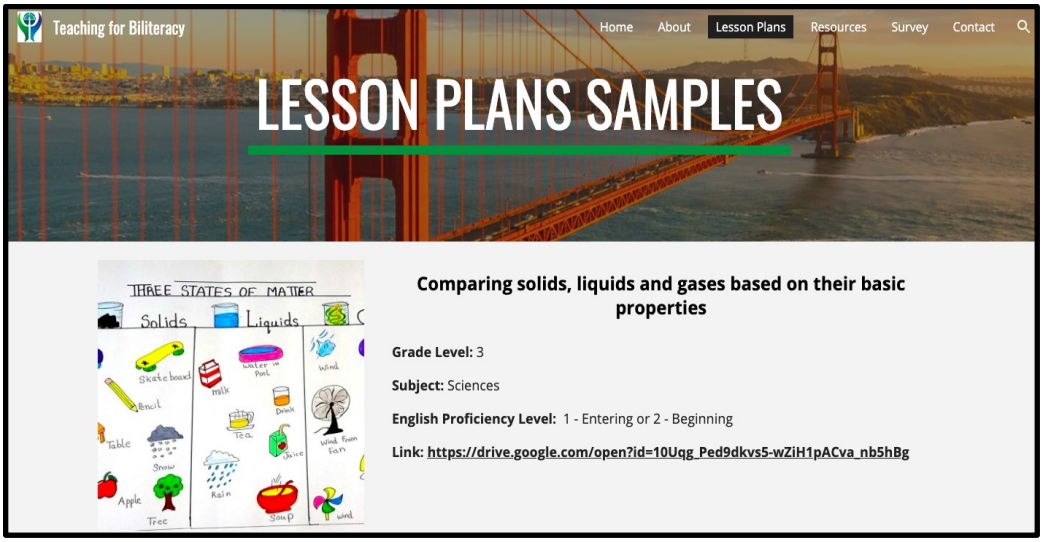


Figure 4. Lesson plan section

Resource Section

Users can take advantage of the multimedia resources this section (Figure 5) offers. Videos, presentations and other online teaching aids that are available to help users gain a deeper understanding about the Bridge lessons and the implementation in real classroom scenarios. The Teaching for Biliteracy official website and its official YouTube channel provide access to more videos and extra resources, such as hangouts, book study guides, blogs, teacher's testimonials, lesson plan samples, and online articles that are very useful to comprehend the nature of the Bridge lessons and the benefits for language learners.

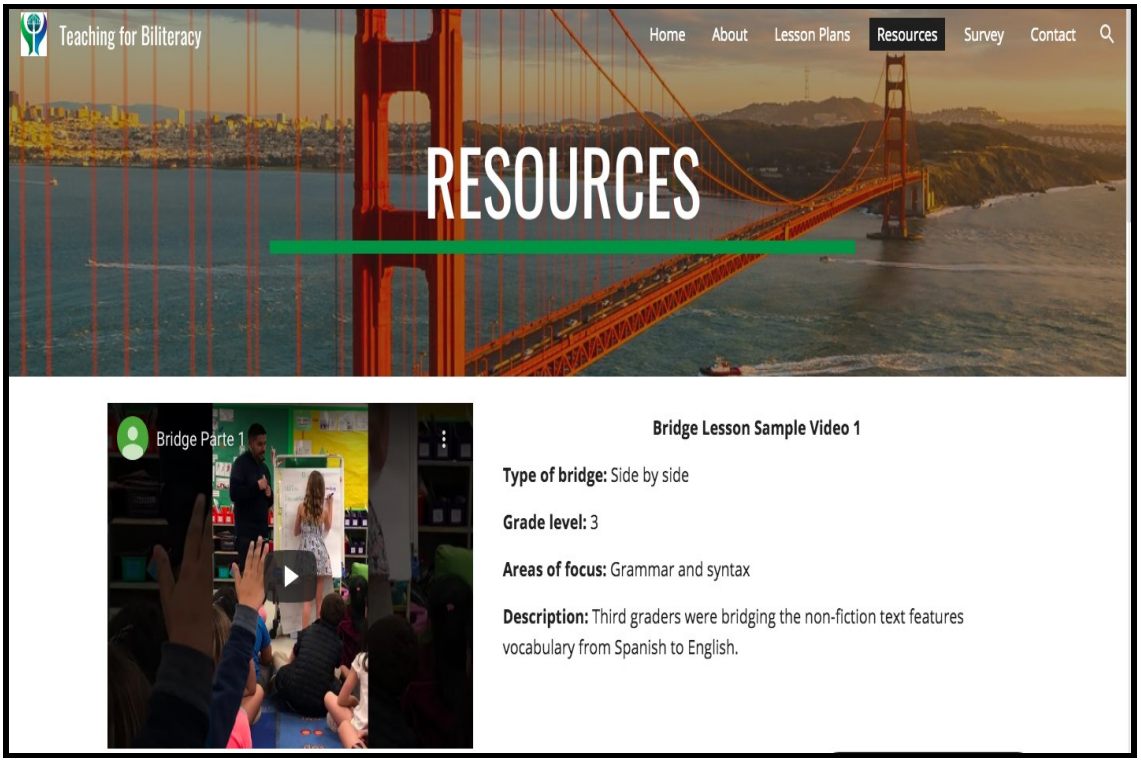
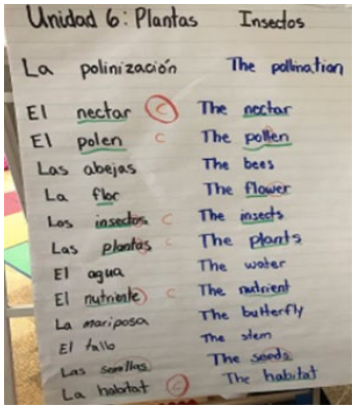


Figure 5. Resources section

Lesson Plan Sample 1

Lesson Plan Sample	**Topic**	**Grade level**
1	Comparing solids, liquids and gases based on their basic properties	3
Type of Bridge	**Area(s) of focus**	**Essential question(s)**
 **Figure 6 : Side by side anchor chart** Students generate a list of essential words and terms from a unit of study in order to put them in the target language as seen in figure 6.	• **Morphology:** mainly focuses on word formations, cognates and roots that are similar in both languages of study. • **Grammar/Syntax:** refers to the analysis of grammatical structures, word order, parts of speech, and punctuation, among others.	How do cognates help ELLs to understand the meaning of new words in English? How do we write short descriptions in English and Spanish?
Content objective: **3.P.2.2** Compare solids, liquids, and gases based on their basic properties. **Language objective:** Write short descriptions of solids, liquids and gases using different adjectives. **WIDA Language Descriptors (Writing - Level 1 Entering)** English Language Learners can explain by		

- Listing and illustrating ideas.
- Stating facts associated with images or illustrations.

Language Function(s):	**Academic Vocabulary and Language Demands**
-Labeling different solids liquids and gases. -Recognizing different adjectives to describe solids, liquids and gases. -Describing solids, liquids and gases based on their properties. -Comparing solids, liquids and gases based on their basic properties.	**Academic vocabulary:** solids, liquids, gases, molecules, properties, states of matter. **Language demands:** some adjectives to describe things in terms of color, shapes and sizes. **Language demands**: verb "to be" in present (e.g., the lime is green, round and small. The lime is a solid). **Language demands:** verbs in present simple tense (has, doesn't have, takes)
Materials/Technology used:	**Language Supports (sensory/graphic/interactive):**
-Smart board. -Real objects (a soccer ball, a journal, a hanger, some orange juice, some vinegar, some honey, a balloon, a deodorant spray). -Chart paper and flip markers.	**-Realia:** I will use different solids with different shapes, sizes and colors. Also, I will use some liquids (water, oil) and gases (an inflated balloon, a spray deodorant). -Flashcards of adjectives (colors, sizes, shapes) **-Handout:** handout

Part 1 of the Bridge

<table>
<tr><th>Activity /
Estimated time</th><th>Description of the activity</th></tr>
<tr><td>Content and Language review
8 - 10 min</td><td>

Strategy: Adapted Reader Theater (ART) presents academic vocabulary in regard to the content- based central focus (States of matter and their basic properties) and also incorporates adjectives that describe the properties of solids, liquids and gases.
The teacher will project these slides on the Smart Board. While presenting the slides, TPR (Total Physical Response) can be used to help students to assimilate and learn the vocabulary more easily especially students who are kinesthetic learners.

</td></tr>
<tr><td>Creating a side-by-side anchor chart
15 – 20 min</td><td>
1. After students successfully review the academic vocabulary, they are ready to generate a list of essential words that are highlighted on the slides. These words represent the essential vocabulary to bridge between English and Spanish. The teacher first writes the word Matter on the left side of the chart paper. It should look like this:
<table>
<tr><th>English</th><th>Español</th></tr>
<tr><td>Matter</td><td></td></tr>
</table>

Note: Use a blue marker for English words and a green marker for Spanish.

</td></tr>
</table>

2. Ask students how they say matter in Spanish. If they are not able to respond to the question, use one of these online dictionaries: Spanish cognate dictionary or wordreference.

3. Encourage students to say more key words from the slides and ask them to write them down on the anchor chart in both languages (English and Spanish). **Suggestion:** Teachers can use the slides at any time to help students remember the words.

4. At then end, the anchor chart (see Figure 7) should look like this:

El puente / The Bridge

English	Español
Matter	Materia
Molecules	Moléculas
States of matter	Estados de la materia
Solids	Sólidos
Liquids	Líquidos
Gases	Gases
Shapes	Formas
Size	Tamaño
Color	Color
Weight	Peso
Properties	Propiedades

Figure 7: States of matter Bridge Anchor Chart

Engaging on Metalinguistic analysis 15 – 20 min	1. Teacher emphasizes words from the anchor chart that share similar pronunciation and written form across languages. One example is solid - sólido. Ask students to provide more examples from the anchor chart. More examples of the cognates from the anchor chart are seen in figure 8: Figure 8: Cognates anchor chart 2. The teacher asks students if they are familiar with the term *cognates.* If not, introduce this term using these slides 3. The teacher points out that they can use a Spanish cognate dictionary for clarification anytime they have a question. 4. **Independent Practice:** The teacher will display the slides one more time. While doing this, students

	should collect more examples of cognates using this worksheet. 5. **Exit ticket:** Students will share the examples they collected from their worksheet.

Part 2 of the Bridge

Activity and Estimated time	**Description of the activity Estimated time**
Guided Practice: Manipulating different solids, liquids and gases 10 - 15 min	Teacher shows his/her students some objects and label these objects with the students. Journal Hanger Soccer ball Orange Juice Vinegar Honey Balloon Spray deodorant Steam 1. The aim of this guided practice is that students can

Guided Practice: Modeling a short description of a solid in both languages	initially observe and manipulate most of these objects in order to help them describe their properties. **Suggestion:** Place the objects in three different tables or sides if it is only a desk, one table for solids, one for liquids and the other one for gases, so they can rotate among them. Give them 10 minutes, so they can circulate. 2. After that, ask them to describe the soccer ball in Spanish or their first language by saying its shape, color, size, weight and state of matter. Encourage them to use adjectives. Record what students provide on a chart paper or a board. This can be an example in Spanish: La pelota de fútbol es redonda. La pelota de futbol es liviana. La pelota de futbol es de tamaño mediano. La pelota es blanca y tiene manchas negras. La pelota del futbol tiene una forma definida. La pelota de futbol es un sólido. 3. Beneath the description, the teacher models how to write the description in English. Here is the example:

Guided Practice:
Metalinguistic analysis

La pelota de fútbol es redonda. La pelota de futbol es liviana. La pelota de futbol es de tamaño mediano. La pelota es blanca y tiene manchas negras. La pelota del futbol tiene una forma definida. La pelota de futbol es un sólido.

The soccer ball is round. The soccer ball is light. The soccer ball is medium-size. The soccer ball is white colored and has black spots. The soccer ball has a definite shape. The soccer ball is a solid.

4. Ask students to describe a liquid and a gas from the objects they manipulated. Use the following descriptions as examples:

El vinagre no tiene forma. El vinagre no tiene tamaño. El vinagre es transparente. El vinagre toma la forma del recipiente circular. El vinagre es un liquido.	The vinager has no shape. The vinager has no size. El vinagre es transparente. The vinager takes the shape of the circular recipient. The vinager is a liquid.

El vapor no tiene una forma definida.	The steam does not have a definitie shape.
El vapor no tiene tamaño.	The steam has no size.
El vapor es transparent.	The steam is transparent.
El vapor toma la forma del recipiente circular.	The steam takes the shape of the circular recipient.
El vapor es un gas.	The steam is a gas.

5. Students compare the short descriptions in both languages to find similarities and differences. Here is an example (Figure 9) of differences across languages:

La pelota de fútbol es redonda. La pelota de futbol es liviana. La pelota de futbol es de tamaño mediano. La pelota es de color blanca y tiene manchas negras. La pelota del futbol tiene una forma definida. La pelota de futbol es un sólido.

The soccer ball is round. The soccer ball is light. The soccer ball is medium-size. The soccer ball is white colored and has black spots. The soccer ball has a definite shape. The soccer ball is a solid.

El vinagre no tiene una forma definida. El vinagre no tiene tamaño. El vinagre es transparente. El vinagre toma la forma del recipiente circular. El vinagre es un liquido.

The vinager does not have a definitive shape. The vinager has no size. The vinager is transparent. The vinager takes the size of the circular recipient. The vinager is a liquid.

El vapor no tiene una forma definida. El vapor no tiene tamaño. El vapor es transparent. El vapor toma la forma del recipiente circular. El vapor es un gas.

The steam does not have a definitie shape. The steam has no size. The steam is transparent. The steam takes the shape of the circular recipient. The steam is a gas.

Figure 9: Metalinguistic analysis anchor chart sample 1

Green highlighter indicates difference in the position of an adjective .

6. Ask students to do the same with the liquid and the gas descriptions. Here is an example:

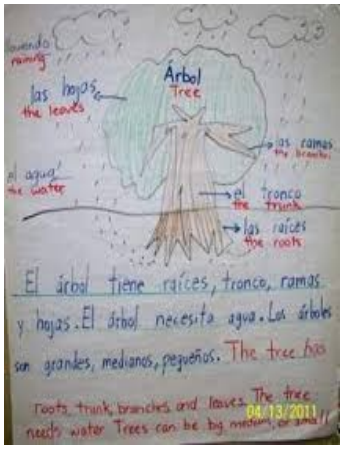
Green highlighter indicates difference in the position of an adjective

Blue highlighter indicates difference in sentence formation. The negative forms of the verb “to have”

Yellow highlighter indicates difference in the use of the

	definite article "the" **Suggestion:** This is a great opportunity to teach your students the position of adjectives in English, the verb to "have" and the use of article "the" in English. This links are useful to teach those grammatical points: • Position of adjectives: https://www.youtube.com/watch?v=PVyNi_DGJ5g • The verb "to have" https://www.youtube.com/watch?v=IQyYGXPwRBQ • The article "the" https://www.youtube.com/watch?v=s6Jb03SMNQE
Independent Practice	Ask students to write three short descriptions using three objects from the guided practice. Each object should correspond to a different state of matter: 1 solid, 1 liquid and 1 gas. Provide this template and this handout to help students write their descriptions. Encourage them to first write their descriptions in Spanish and then write it in English, like it was modeled during the guided practice.
Closure activity	Ask students to share one of the descriptions they wrote in the template. Intentionally, make them share descriptions from a different state of matter, so students can have the opportunity to review the content while they evaluate their language domains for this lesson. While one student shares his or her description, the other students participate from a group revision. Give students this format to help them the revision.

Lesson Plan Sample 2

Lesson Plan Sample 2	**Topic** Life cycles	**Grade level** 4
Type of Bridge	**Area(s) of focus**	**Essential question(s)**
 **Figure 10 - Así se dice anchor chart** Students summarize a topic by writing an explanatory paragraph in the language of instruction (Spanish) and then translate it in a second language (English) as seen in figure 10.	**Grammar/Syntax:** refers to the analysis of grammatical structures, word order, parts of the speech, punctuation, among others.	How do we write sequence paragraphs in English and Spanish?
Content objective: 2.L.1.1 Summarize the life cycle of animals including: birth, developing into an adult, reproducing, aging and death. **Language objective:** Write a paragraph that explains the life cycle of an animal.		

WIDA Language Descriptors (Writing - Level 3 Developing)

With instructional support, English language learners will produce:

- Simple and compound grammatical structures with occasional variation.
- Sentence patterns across content areas.

Language Function(s):	**Academic Vocabulary and Language Demands**
-Use academic vocabulary to explain a life cycle. -Write sentences in simple present tense. -Conjugate verbs in third person singular. -Connect sentences by using sequence adverbs.	**-Academic vocabulary:** life cycle, living things, develop, reproduce, related, characteristics, organism, birth, metamorphosis, offspring, aging, death. **-Language demands:** Sequence adverbs (First, then, after, after that, finally). Simple present tense (e.g., A tadpole lives in water) and indefinite articles (a, an).
Materials/Technology used: ● Smart board. ● Whiteboard and markers. ● Chart paper and flip markers. ● Printable resources	**Language Supports (sensory/graphic/interactive):** ● Slide: Butterfly's life cycle. ● Video**:** Butterfly's life cycle. ● Slide: Different animal's life cycles.

Part 1 of The Bridge

Activity and Estimated time	Description of the activity
Content and Language review 8 - 10 min	1. Teacher will project this slide on the Smart Board. **Optional:** Teachers can also print the slide and glue the image on a chart paper. 2. Teacher says: "Today we are going to review the life cycle of butterflies. First, I want you to talk to your neighbor about it using your first language (Spanish). Guide their turn-and-talk conversations by showing the questions on the right of the slide.
Generating **Así se dice anchor chart** 15 - 20 min	1. After students have talked, ask them to share their ideas in Spanish. **Optional:** Display this video to help them give more details about the life cycle of butterflies. Take note on a chart paper. **Suggestion:** Use a green marker. This is an example: Figure 11: Life cycle anchor chart in Spanish

2. Ask students to turn and talk to their neighbor to provide an English version of the Spanish anchor chart.

3. Ask students to share their ideas. Take note on a chart paper. **Suggestion:** Use a blue marker to differentiate from Spanish. If students do not know how to say a word in English, the teacher will provide it. Here is an example of the anchor chart in both languages:

Figure 11: Life cycle anchor chart in two languages

<table>
<tr>
<td>Engaging on Metalinguistic analysis
15 - 20 min</td>
<td>
1. Teacher asks them to carefully observe both paragraphs to find similarities and differences. Then, tell them to choose a different partner to turn and talk to engage on metalinguistic analysis.

2. Asks students to share their thinking. Encourage them to use examples from the anchor chart. Collect those ideas in a T-chart. Here is an example:
<table>
<tr><th>Español</th><th>English</th></tr>
<tr><td>-Se utilizan conectores para contar eventos en orden cronológico. Por ejemplo:

Primero, una mariposa deja un huevo en una hoja. Luego, del huevo sale una oruga.

-Se utiliza el presente de indicativo para hablar de hechos. Por ejemplo:

Aquí inicia su proceso de metamorfosis

-En español, no es necesario colocar una s en los verbos en presente</td><td>-Sequence adverbs are used to tell events in a chronological order. For example:

First, a butterfly leaves an egg on a leaf. Then, a caterpillar hatches from the egg.

-Present simple is used to talk about facts. Example:

Here begins its process of metamorphosis.

-In English, verbs take -s at the end when is a third person (a butterfly, the pupa)</td></tr>
</table>
</td>
</tr>
</table>

	simple cuando es tercera persona (Una mariposa, la pupa). Un ejemplo de esto es: Una mariposa deja un **huevo** en una hoja -**Un** y **una** se utilizan para mencionar una sola cosa y se emplean según el sustantivo sea **femenino** o **masculino.** Una mariposa **(femenino)** Un huevo **(masculino)**	in simple present tense. For example: A butterfly leaves an **egg** on a leaf. -Sometimes, verbs take -es when they finish in -ch, -sh, -x, -ss or -o. For example: A caterpillar hatches from the egg. -A and an are used to talk about one thing. "A" is used before words starting in consonant sounds and "an" is used before words starting with vowel sounds. A butterfly (consonant sound) An egg (vowel sound)

Figure 13: Metalinguistic analysis anchor chart sample 2

Suggestion: This is a great opportunity to expand different grammatical points such as simple present tense, third person singular conjugation of verbs and indefinite articles usage (a/an). For further practice, use these links:

- Video: offers a great explanation of Simple present

	tense in terms of use and third person conjugation of verbs. ● englishexercises.org : great page with several online worksheets to practice different grammatical points. ● Video: explains the difference between a and an. ● Video: explains how to use sequencing adverbs.

Part 2 of the Bridge: Content Extension - Writing activity

Activity and Estminated time	**Description of the activity** **Estimated time**
Independent Practice 15 - 20 min	Tell students that they are going to write a paragraph to explain the life cycle of one of these animals from this slide. Give them this template to write their paragraphs. Encourage them to first write it in Spanish and then in English as the example of the butterfly.
Closure activity 8 - 10 min	Ask students to work with a partner in order to exchange their paragraphs. Give them this **checklist** to help them revise their partner's paragraphs.

Chapter Five: Conclusion

Since the late 50s and early 60s, the rising number of immigrant students in K-12 schools and universities in the United States have inspired language teachers and other professionals to reflect on the teaching methods that ruled those times which mainly focused on the development of oral language skills (speaking and listening) and the memorization of grammatical structures. Unfortunately, those methods did not respond to the writing needs of these language learners. As a consequence, the Contrastive Rhetoric approach and the Process approach emerged in response to the challenges and the language barriers teachers and students were experiencing in the classroom by taking into consideration the nature of writing, the importance of learner's first languages, and its influence in second language (L2) writing acquisition.

Years later, L2 writing became a respectable field of study and research in second language acquisition (SLA). A number of linguistics and scholars studied the role of L1 into L2 writing acquisition; a phenomenon called language transfer or also known as cross-linguistic influence. Research has shown that writing transfer occurs when language learners possess solid literacy foundations in their first language. Hence, innovative teaching strategies, like the Bridge Lessons, focus on the influence of first language in second language learning.

The Bridge Lessons are strategically created to help language learners achieve language transfer and strengthen their writing skills across languages. The Bridge lessons I designed are grounded on the Biliteracy Unit Framework (BUF) proposed by Beeman and Urrow and my experiences as a dual language teacher in an elementary school that has embraced the biliteracy framework for almost five years. Two sample lesson plans are presented in a website to guide and motivate teachers and other language professionals to implement the Bridge lessons in their

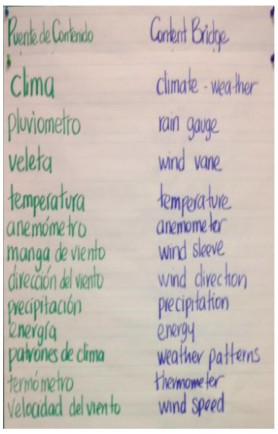
classrooms as part of their teaching practices. These two lessons integrate science content with targeted language domains in order to engage language learners in metalinguistic analysis conversations and writing extension activities. The lessons are intended for elementary students who are in beginning and intermediate levels of their English proficiency. In addition to the lesson plans, the website offers several resources that include photos, videos, presentations, hangouts, and an information section that enable users to learn more about the Bridge and its implementation in real classroom scenarios. A feedback section is also included to collect the users' impressions in regard to the Bridge lessons and exchange experiences for those who have opted to deliver the Bridge lesson in their classrooms.

I have had the opportunity to share the website with former colleagues and ESL teachers who exchanged their positive impressions and their intention to implement the Bridge lessons with their students in the future. Some of them have already had the opportunity to deliver the sample lessons in the classrooms. One of them said that he found the lessons effective and well-structured in terms of students' engagement, timing, and language transferability. Another colleague mentioned that one of the Bridge lessons could help their newcomers transfer the knowledge of solids, liquids, and gases from Spanish into English. Those positive comments and experiences made me think about the possibility of including a testimonial section in the website.

My aim is that the website becomes a widespread resource for many language teachers who seek to adopt an innovative teaching methodology in order to best address their learners' language needs, promote language transferability and enhance the writing skills of their students. Also, I envision this website as a pedagogical tool for teachers to share their teaching experiences and a future space to exchange lesson plans that can integrate more content from other areas (Math and Social Studies) with more specific language domains.

Appendix

Appendice A: About Section

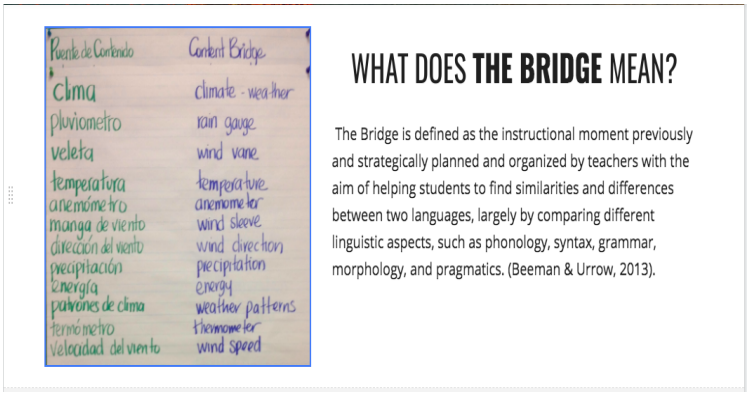


Puente de Contenido	Content Bridge
clima	climate - weather
pluviometro	rain gauge
veleta	wind vane
temperatura	temperature
anemómetro	anemometer
manga de viento	wind sleeve
dirección del viento	wind direction
precipitación	precipitation
energía	energy
patrones de clima	weather patterns
termómetro	thermometer
Velocidad del viento	wind speed

WHAT DOES **THE BRIDGE** MEAN?

The Bridge is defined as the instructional moment previously and strategically planned and organized by teachers with the aim of helping students to find similarities and differences between two languages, largely by comparing different linguistic aspects, such as phonology, syntax, grammar, morphology, and pragmatics. (Beeman & Urrow, 2013).

Screenshot 1. Definition of Bridge

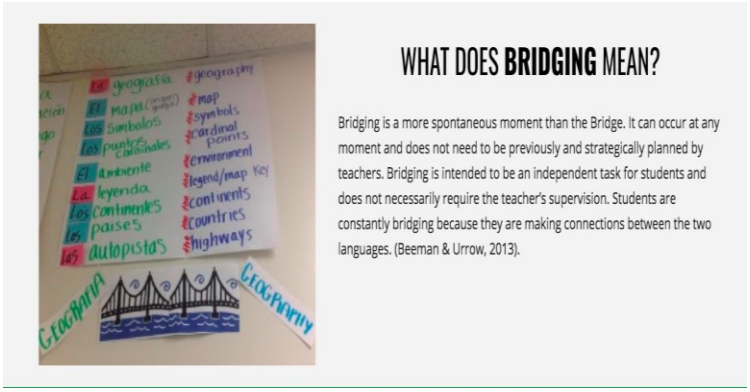


Puente de Contenido	Content Bridge
clima	climate - weather
pluviometro	rain gauge
veleta	wind vane
temperatura	temperature
anemómetro	anemometer
manga de viento	wind sleeve
dirección del viento	wind direction
precipitación	precipitation
energía	energy
patrones de clima	weather patterns
termómetro	thermometer
Velocidad del viento	wind speed

WHAT DOES **THE BRIDGE** MEAN?

The Bridge is defined as the instructional moment previously and strategically planned and organized by teachers with the aim of helping students to find similarities and differences between two languages, largely by comparing different linguistic aspects, such as phonology, syntax, grammar, morphology, and pragmatics. (Beeman & Urrow, 2013).

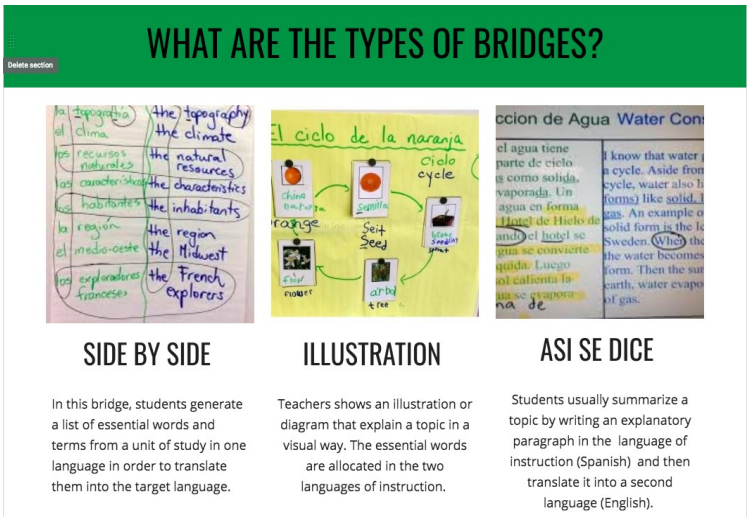
Screenshot 2. Definition of bridge



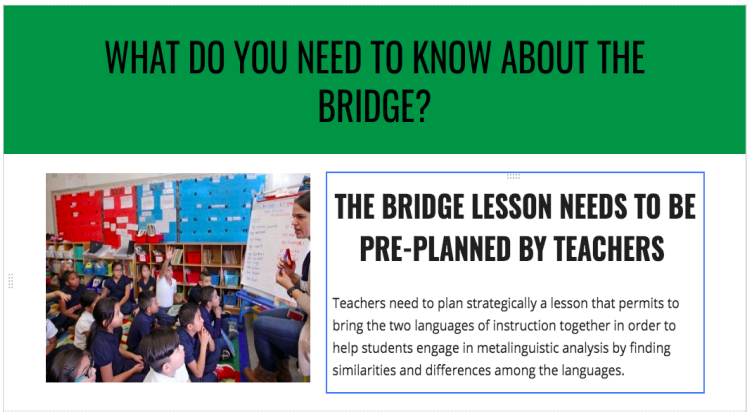
WHAT DOES **BRIDGING** MEAN?

Bridging is a more spontaneous moment than the Bridge. It can occur at any moment and does not need to be previously and strategically planned by teachers. Bridging is intended to be an independent task for students and does not necessarily require the teacher's supervision. Students are constantly bridging because they are making connections between the two languages. (Beeman & Urrow, 2013).

Screenshot 3. Definition of bridging

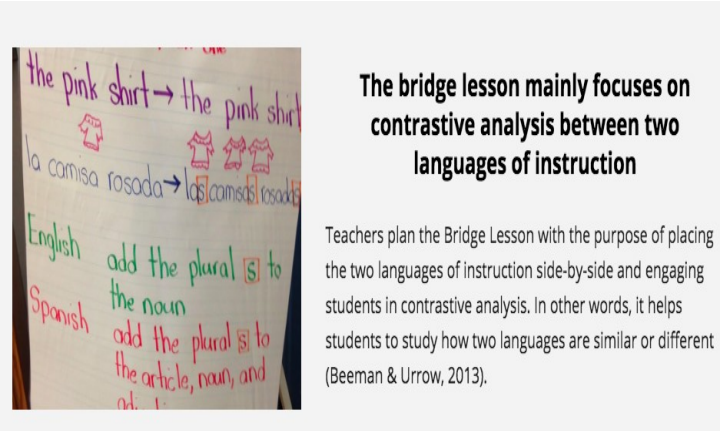


Screenshot 4. The three types of bridges

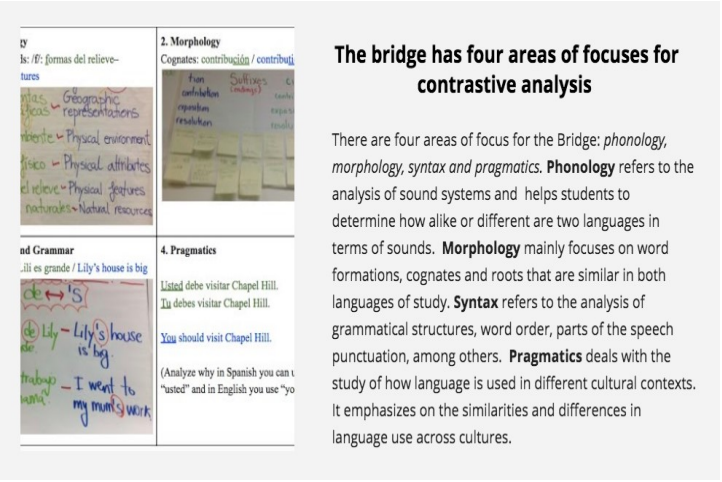


Screenshot 5. Bridge key characteristc #1

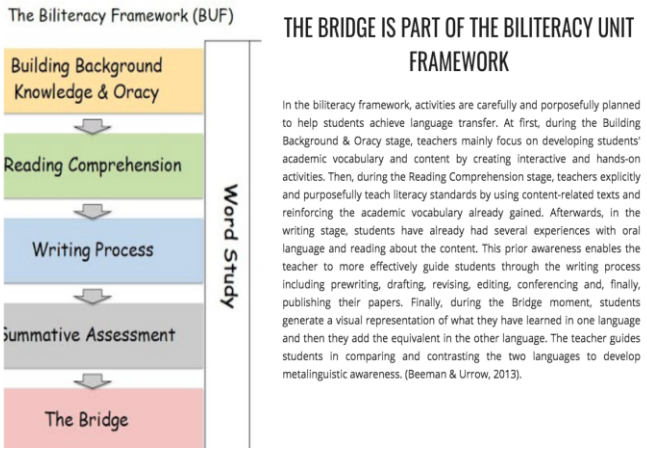
Screenshot 6. Bridge key characteristc #2



Screenshot 7. Bridge key characteristc #3

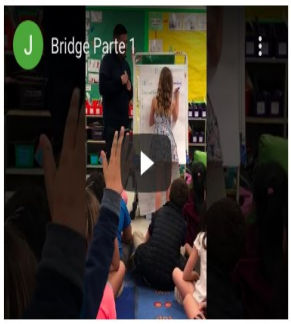


Screenshot 8. Areas of focuses for contrastive analysis



Screenshot 9. The Biliteracy Unit Framework (BUF)

Appendice B: Resource Section



Bridge Lesson Sample Video 1

Type of bridge: Side by side

Grade level: 3

Areas of focus: Grammar and syntax

Description: Third graders were bridging the non-fiction text features vocabulary from Spanish to English.

Screenshot 1. Bridge Lesson Sample Video 1

Bridge Lesson Sample Video 2

Type of bridge: Asi se dice

Grade level: 3

Areas of focus: Grammar and syntax

Description: The video presents a strategy for bilingual students in grades 3 and higher that engages them in working collaboratively in and across Spanish and English

Screenshot 1. Bridge Lesson Sample Video 2

Bridge Lesson Sample Video 3

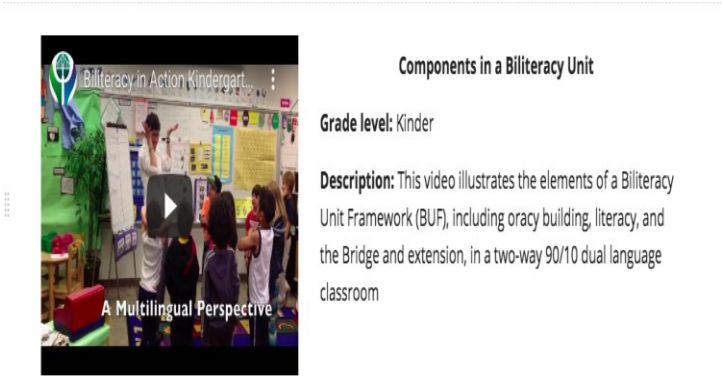
Type of bridge: Side by side

Grade level: 2

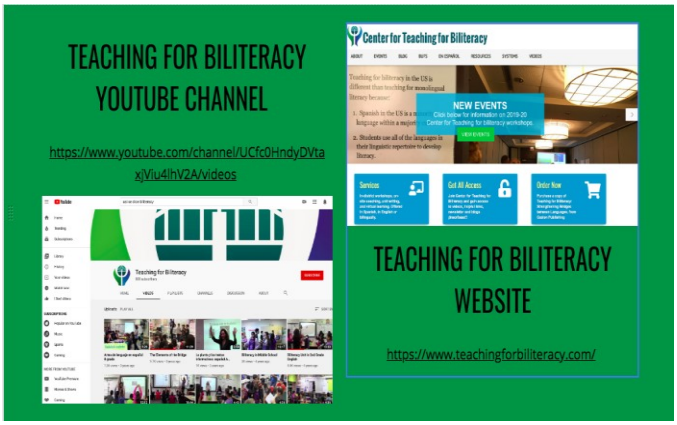
Areas of focus: Grammar and syntax

Description: This section captures Karen Beeman guiding the students in doing the Bridge. The Bridge is the moment when students synthesize their learning in Spanish, develop the matching oracy in English, and then add the English equivalent to what they have learned in Spanish

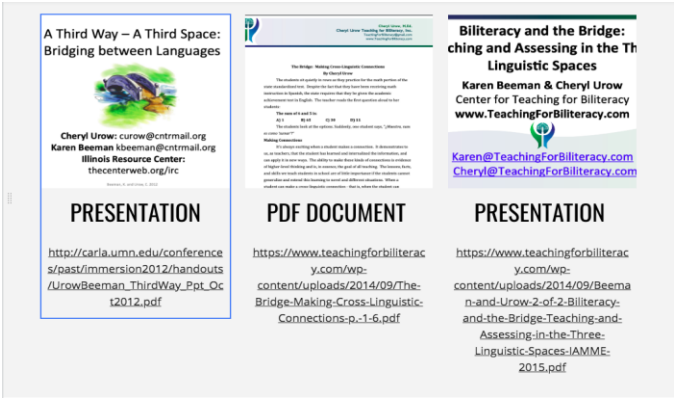
Screenshot 1. Bridge Lesson Sample Video 3



Screenshot 4. Components in a Biliteracy Unit video



Screenshot 5. Teaching for Biliteracy online resources



Screenshot 6. Extra online resources

References

Ben, A., & Lincoln, F. (2015). Teaching the writing process as a first and second language revisited: Are they the same? *Journal of International Education Research. 11*(2). 119-124. Retrieved from https://clutejournals.com/index.php/JIER/article/view/9192/9197

Beeman, K., & Urow, C. (2013) Teaching for biliteracy: Strengthening bridges between languages. Philadelphia, PA: Caslon Publishing.

Beeman, K., & Urrow, C. (2014). Biliteracy and the bridge: Teaching and assessing in the three linguistic spaces [PowerPoint slides]. Retrieved from https://www.teachingforbiliteracy.com/wp-content/uploads/2014/09/Beeman-and-Urow-2-of-2-Biliteracy-and-the-Bridge-Teaching-and-Assessing-in-the-Three-Linguistic-Spaces-IAMME-2015.pdf

Beeman, K. (2016). Teaching for biliteracy: Focus on the bridge. [PowerPoint slides]. Retrieved from https://www.teachingforbiliteracy.com/wp-content/uploads/2014/09/Beeman-PPT-WEBSITE-Salem-Keizer-Oct-14-2016-PM-PLanning-the-Bridge-in-DL.pdf

Beeman, K., & Urrow, C. (2017). Making metalinguistics connections: The bridge between languages. Soleado Newsletter. Retrieved from http://www.fhisd.net/UserFiles/Servers/Server_252482/File/Making-Metalinguistic Connections-the-Bridge-between-Languages.pdf

Chapeton, C. M. (2008). Cross-linguistic influence in the writing of an Italian learner of English as a foreign language: An exploratory study. *Colombian Applied Linguistic Journal, 10*, 50-72. Retrieved from https://www.researchgate.net/publication/286448524_Cross-

linguistic_influence_in_the_writing_of_an_Italian_learner_of_English_as_a_foreign_language_An_exploratory_study

Cummins, J. (1991). Language development and academic learning. In L. M. Malave & G. Duquette (Eds.), *Language, culture, and cognition* (pp. 161-175). Clevedon, UK: Multilingual Matters.

Derakhshan, A., & Karimi, E. (2015). The interference of first language and second language acquisition. *Theory and Practice in Language Studies, 5*(10), 2112-2117. Retrieved from https://www.academypublication.com/ojs/index.php/tpls/article/view/tpls051021122117/430

Fujieda, Y. A. (2006). Brief Historical Sketch of Second Language Writing Studies: A Retrospective. Retrieved March 7, 2020, from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.541.8845&rep=rep1&type=pdf

Gonca, A. (2016). Do L2 writing courses affect the improvement of L1 writing skills via skills transfer from L2 to L1?. *Educational Research and Reviews. 11*(10), 987-997. Retrieved from https://files.eric.ed.gov/fulltext/EJ1103345.pdf

Hyland, K. (2003). Second Language Writing. Cambridge: University of Cambridge.

Jadavi-Safa, A. (2018). An overview of cross-linguistic influence in language learning. *Journal of Applied Linguistics and Language Research, 5*(3), 186-203. https://pdfs.semanticscholar.org/37c4/31ffe4968d28b20fbcd278a88438c0b8aa6c.pdf

Jadavi-Safa, A. (2018). A brief overview of key issues in second language writing teaching and research. *International Journal of Education & Literacy Studies. 6*(2). 15-25. Retrieved from https://files.eric.ed.gov/fulltext/EJ1182214.pdf

Jun, Z. (2008). A Comprehensive Review of Studies on Second Language Writing. Papers in Applied Language Studies. 12. 89-123. Retrieved from http://www.ibaroudy.ir/bookcontent/Baroudy's%20Work%20Cited%2015.pdf

Karim, K., & Nassaji, H. (2013). First language transfer in second language writing: An examination of current research. *Iranian Journal of Language Teaching Research 1*(1). 117-134. Retrieved from https://pdfs.semanticscholar.org/3c61/a0466c1645781d0fa6eb5da692a43fc52ede.pdf?_ga=2.81529233.740139354.1583677772-1650825219.1583677772

Odlin, T. (1989). *Language transfer: Cross-linguistic influence in language learning*. Cambridge: Cambridge University Press.

Ortega, Mireia. (2008). Cross-linguistic influence in multilingual language acquisition: The role of L1 and non-native languages in English and Catalan oral production. *Íkala, Revista de lenguaje y cultura, 13*(19), 121-142. Retrieved from https://www.redalyc.org/pdf/2550/255020449007.pdf

Pae, T. (2018). A Simultaneous Analysis of Relations Between L1 and L2 Skills in Reading and Writing. Reading Research Quarterly. 54(1). 109–124. Retrieved from https://ila.onlinelibrary.wiley.com/doi/pdf/10.1002/rrq.216

Popa, S. (2016) *Language transfer in second language acquisition. Some effects of L1 instruction (Romanian) on L2/L3 learning (Catalan/Spanish)* (Doctoral dissertation, Universitat de Lleida, Lleida, Spain). Retrieved from https://www.tesisenred.net/bitstream/handle/10803/380548/Tsp1de1.pdf?sequence=2

Ramon, M. (2009). Effects of cross-linguistic influences on second language acquisition: A corpus-based study of semantic transfer in written production. *Revista de Lingüística y*

Lenguas Aplicadas. 4, 147-159. Retrieved from https://pdfs.semanticscholar.org/d87e/6278dcda204064bdde9b3db7e4fa3b1ee9f6.pdf?_ga=2.116181376.740139354.1583677772-1650825219.1583677772

Rana, L. B. (2018). *L1 Use in L2 Writing: A Case of Multilingual Undergraduates in a Basic Writing Course* (Master's thesis, Minnesota State University, Mankato, US). Retrieved from https://cornerstone.lib.mnsu.edu/cgi/viewcontent.cgi?article=1784&context=etds

Ringbom, H. (1987). *The role of the first language in foreign language learning*. Clevedon: Multilingual Matters.

Soleimani, H., & Rasekh, A., E. (2010). Transferability of writing through languages: A study of english and persian. *Intercultural Communication Studies, XIX*(1). 236-246. https://web.uri.edu/iaics/files/17HabibSoleimaniAbbassEslamiRasekh.pdf

Uzawa, K. (1996). Second language learners' processes of L1 writing, L2 writing, and translation from L1 to L2. *Journal of Second Language Writing, 5*, 271-294.

Uzawa, K., & Cumming, A. (1989). Writing strategies in Japanese as a foreign language: Lowering or keeping up the standards. *Canadian Modern Language Review, 46*, 178-194.